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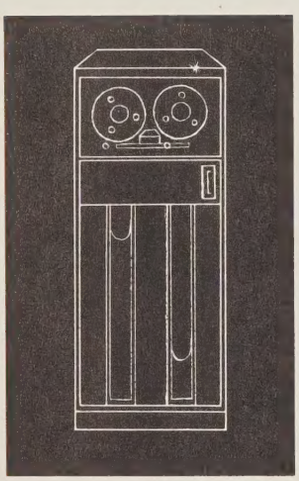
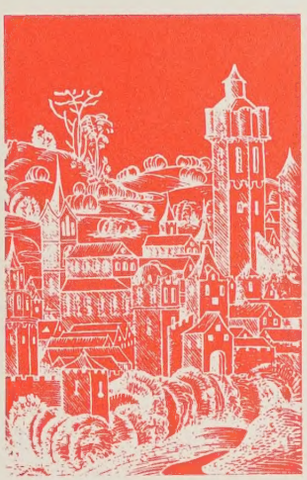
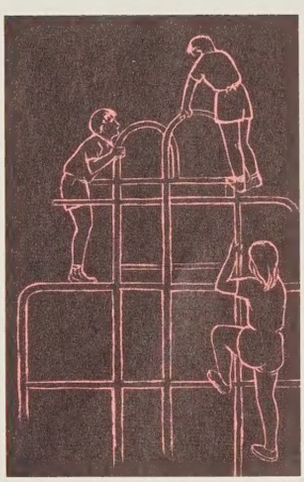
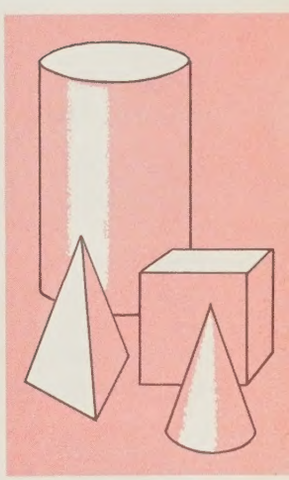
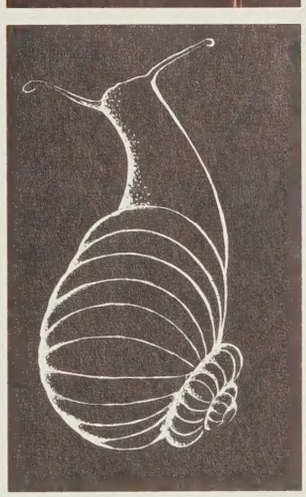
Educational Television Series 1968-69

Teachers' Guide



Business and Commerce

INTERMEDIATE AND SENIOR DIVISIONS

Business as a System

Educational Television Branch
ONTARIO DEPARTMENT OF EDUCATION
1670 Bayview Avenue, Toronto 17

BUSINESS AND COMMERCE

Intermediate and Senior Divisions

BUSINESS AS A SYSTEM

10 programs of 20 minutes each

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Please address your comments and questions to:

Superintendent,
Education Section,
ETV Branch,
1670 Bayview Avenue,
Toronto 17.

INTRODUCTION

Many students, when considering their career after school, seem to assume that their specific specialty or responsibility is somewhat separate from the rest of the business organization.

Many companies also fail to realize that an employee who has an understanding of the complexities of the system is more likely to appreciate his own responsibilities and to recognize that the smooth, efficient functioning of the total organization is a direct result of the co-operative endeavours of each employee, regardless of rank.

This series of programs entitled, "Business as a System" outlines for students the areas of responsibilities which are found in all businesses whether large or small. The importance of a knowledge of the interrelationships of various departments within a business is emphasized, as well as the importance of the individual employee in this age of technological development.

The need for accuracy, regardless of the size of the business, the technology used or the means of communication chosen, is emphasized.

The programs are not intended to be definitive but to provide the teacher with a concept that should be expanded. The teacher must assume responsibility for using the programs of this series as a basis for discussion. Some of the suggested post-viewing activities may lend themselves to immediate discussion but many may require student research and reporting before worthwhile discussion can take place.

The Educational Television Branch of the Department of Education has received excellent co-operation from many large business concerns. Without the support of these organizations who have allowed us to talk with and to film employees at work, this series would not have been possible.

PROGRAM 1

MAN THE COMMUNICATOR

PROGRAM CONTENT

Wilfred Smitty, a "very junior ad man" was given his first problem with his new company, that of planning appropriate promotional material for an "Executive Deposition Unit." Wilfred recognizes that he is basically a "Communications' Advisor" and in developing his ideas he becomes involved with three distinct kinds of communication. Communication between man-and-man; communication between man-and-machine, and communication between machine-and-machine. As Wilfred becomes involved with his problem and his need to communicate an idea, we are offered many examples of communication of the three types mentioned above, only some of which are verbal. The end of the program re-emphasizes that regardless of the means of communication it is man who interprets the facts and ideas.

POINTS OF EMPHASIS

- There are many methods of communication, some verbal, some non-verbal. Man communicates with man, man with machine, and machine with machine.
- Regardless of the sophistication of the means of communication only man can interpret facts or abstract ideas.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- What are some of the more familiar methods of communication and some of the more exotic or less obvious communication techniques?
- What various methods of communication might be used to provide information concerning a school activity?

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- "All communications systems exist to serve man." Why are some inefficient? How might the inefficiencies be corrected?
- In which areas of everyday life are communications weak?
- Where does each student think he is strongest and weakest in communication in school and with other people?

PROGRAM 2

PATTERNS

Wilfred Smitty, the "junior ad man" of program one, becomes involved in a contest to develop a name for a new loaf of bread. He discovers some of the many systems of which each of us is a part: the biological system which effects our bodies, telecommunications systems, the hydro-electric system, systems on the football field, etc. As Wilfred and his alter-ego, the Narrator, explore some of the everyday systems around us, the students are introduced to the concept of the small grocery store owner who is part of a larger system but is perhaps not conscious of his involvement in it. The individual's ability to understand the systems or patterns that effect him is emphasized.

POINTS OF EMPHASIS

- Each of us is a part of many systems and the beneficiary of the operation of many more systems. Systems might be as complex as a business organization.
- Most systems depend on people for their successful operation. Individuals while seeming to be only small parts of the system are, in fact, the most important part of any system.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- What are some systems which exist within our immediate and global environment? Develop such concepts as size, complexities, with the individual as the focal point of each.
- What are the broad concepts and their

implications as contained in the meaning of the word `system'? Challenge and expand the student's narrow concept of the word.

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- With what systems not mentioned in program are we a part?
- What are the variety of systems that affect the individuals of the class?

PROGRAM 3

WHAT'S MY LINE?

This is the first program in the series which deals with a particular part of the business world. The program opens with caricatures of "fast-talking" salesmen followed by highlights of the development of the modern concept of sales. The facilities and staff of a camera company are used to show the concept that successful businesses are now relying upon market research to indicate what the public wants, rather than to develop a product and to expect salesmen to sell it. A relationship is established between marketing and the distribution function. The difference between salesmen and technical representatives is explored and references made to the necessity to insure that internal communications don't break down. It is re-emphasized that whatever the system every individual involved is important. If the individual is not efficient, then the system breaks down.

POINTS OF EMPHASIS

- Modern business has developed intricate methods of assessing what the customer wants.
- Business systems are changing to accommodate a new philosophy of sales.
- Sales information must be accurate and must flow smoothly through the system.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- What qualities must a salesman have in today's competitive market?
- "Where does the business cycle begin?" Explore the interrelationship of departments of a business and endeavor to establish a starting point in the system.

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- What other qualities that should have been mentioned in discussing the first question, of the pre-viewing activities, have been presented?
- How will the salesman be aided by an understanding of communications and an understanding of the system of the business?
- Why is the individual the key to success of the sales department?

PROGRAM 4

THE HISTORIANS

The program, "The Historians", deals with the accounting function of two kinds of businesses, — first, a small hairdressing salon and second, a dominion-wide electric company with 26 plants across Canada. Although the two examples used seem to be completely different, the need for some kind of accounting system in each is highlighted. While the larger company has much more sophisticated equipment to handle the volume of accounting that must be done, the end result, a "history" of the business, is the same. Although the accounting function may be described as keeping a history of the business, these records supply management with information that is a basis for production, scheduling, budgeting, etc. This is equally true whether we are dealing with a small company or a large company.

POINTS OF EMPHASIS

- Regardless of the size of the company, some kind of an accounting system is imperative.
- The accounting function is really a record of the business and can be used to indicate problem areas and to provide guide lines for future developments.
- While technology has provided machines which can do a great deal of paper work and information keeping, it is still human beings who must feed the machines with information that is accurate; who must interpret the information that is collated by the machines; who must make decisions based on those interpretations.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- How can an accounting system be regarded as keeping a history of the company's efforts?
- What kinds of accounting systems are students familiar with in their own home or local area or from their own work experience?

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- In what ways is the accounting function much broader than "accounts receivable" and "accounts payable"?
- It has been estimated that in the United States in 1967, 80% of all single proprietorship bankruptcies were caused by a failure to recognize the need to change or expand the systems of accounting.
- How does an owner know when to make the decision to introduce electronic data equipment?
- What benefits might management expect from such a conversion?

PROGRAM 5

THE NEW PHOENICIANS

Program five deals with the warehousing and transportation units within any business system. Bill, the truck driver, relates his work and the work of others who carry cargo, to the Phoenicians who were traders of the Mediterranean. Bill also introduces the warehouse man as an integral part of the distribution system. While many companies have their own warehousing facilities, this program depicts a public warehousing firm.

The need for a clear understanding of warehousing and distribution costs, is emphasized both in the placing of goods in the warehouse and in the distribution of goods from the warehouse.

POINTS OF EMPHASIS

- The warehousing and distribution of goods is significant both from a financial point of view and from a customer's satisfaction point of view.
- There are many new developments in distribution and warehousing.
- Some companies find it more economical to use public warehousing facilities, while others prefer to have their own warehouse area.
- As in any other area of business, the need for accuracy is paramount.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- What examples of warehousing, large and small are found in the local community?
- How do local merchants and businessmen store their inventory? In some localities a tour of local facilities might be possible.

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- What problems must a warehousing expert recognize and solve?
- What are the comparable problems of a warehousing expert and a student endeavouring to keep an adequate notebook?

PROGRAM 6

SUGAR AND SPICE AND THE WEATHERMAN

PROGRAM CONTENT

The members of the purchasing department of a large diversified company explain some of the problems of providing an appropriate inventory.

The major job of purchasing is "getting the raw materials to the right place at the right time".

A young girl-buyer outlines some of her responsibilities and the director of purchasing explains some of the factors which affect the purchasing function.

Particular reference is made to the sugar market and the effects that weather and war can have on price and delivery.

Inventory control is also touched upon. The relationship between purchasing and marketing is highlighted as a decision is reached regarding an appropriate label for a new product.

POINTS TO EMPHASIZE

- Buyers do not develop overnight. It is necessary to have an intimate knowledge of all parts of the system.
- The buyer particularly if he deals with raw materials, must also have a knowledge of the geographical and the political situation.
- Purchasing is related to many other areas of the business, marketing, accounting inventory control, warehousing.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- "The purchaser's supply room is the world".
- Modern day packaging with particular reference to impulse buying.

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- What would be a logical path to follow if an individual is interested in becoming a buyer?
- On what basis might the manager of purchasing argue that his department is the key to the success of the whole business?

PROGRAM 7

THE MEDIUM AND THE MESSAGE

PROGRAM CONTENT

A brief history of advertising opens the program. The difference between advertising and promotion are explored.

Two advertising campaigns are then followed from inception to completion: one dealing with a specific product, the second dealing with the image of a retail chain of drug stores.

POINTS OF EMPHASIS

- Advertising and promotion have different aims.
- The audience, to receive a particular message, must be chosen before any planning can be done.
- Any campaign will be useless if the employees of the company are not prepared to ensure that the customer is well served.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- How do current television commercials and the relationships suggested in these commercials make products more attractive?
- What is the relative per capita cost of various advertising media?

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- Have image makers had an effect on political campaigns?
- How does a manufacturer or producer reach the desired market with appropriate advertising media? Select a product to determine this information.

PROGRAM 8

THE JOB MARKET

PROGRAM CONTENT

The major part of this program will be the re-enactment of two students applying for a job and the first day on the job of the successful applicant.

There is an exploration of what an employment agency or company is looking for in an employee as well as a discussion regarding what the new employer might consider to be important.

Personnel of an employment agency explain how requests for extra help are handled.

The program concludes with some realistic assessment of the "job markets" and the student.

POINTS OF EMPHASIS

- Interviewers are usually looking for something more than specific skills.
- Students should consider his own objectives carefully before moving into a position which might not provide room for growth.
- Many companies can provide opportunities for on the job training as an employee benefit.
- The individuals' own energy and ambition are the usual limiting factors, not the system.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- What are the factors, "pluses" and "minuses", both tangible and intangible which each student might list of himself to determine the kind of job for which he might best be prepared?
- What are the functions and services of an employment agency and of the National Employment Service?

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- Many interviewers suggest that new employees must be prepared to "grow with the job" or "be prepared to adapt to new developments". What does this really mean?
- "What should I, a student about to leave school, look for in a future job?"

PROGRAM 9

WILL SUCCESS SPOIL THE MANAGER

PROGRAM CONTENT

This program explores the management function and emphasizes the "team" atmosphere.

A weekly meeting of department heads is filmed to illustrate how each member represents his own area of responsibility and to emphasize the need for adequate communication even within a small group.

The kinds of people who make good executives are discussed.

POINTS OF EMPHASIS

- Most successful businesses have a managerial group that works as a team rather than as a pyramid.
- Successful executives must be interested in people, both the consumer and employees.
- Modern management is often assisted by technological aids.

SUGGESTED PRE-VIEWING ACTIVITIES

Discussion Topics:

- To what extent is management isolated from the worker?
- As a customer how do you assess whether a business has good management or bad management?
- What implication does this assessment have for every employee?

SUGGESTED POST-VIEWING ACTIVITIES

Discussion Topics:

- To what extent can management be concerned about every customer and every employee?
- How should management endeavour to develop a dialogue with every employee or customer?

PROGRAM 10

THE GLOBAL MARKET

At the time of writing, the tenth program in this series is not yet complete.

The initial planning calls for an over view of the information of the previous programs to emphasize the interrelationship of the various departments that make up a business system.

The exploration of this interrelationship will lead to a further indication of the importance of adequate and appropriate communication and to a re-emphasis of the importance of the individual.

BUSINESS & COMMERCE — Intermediate & Senior Divisions
BUSINESS AS A SYSTEM
10 programs, 20 minutes each

Prog. No.	CBC 9:10-9:30	CBLT 9:40-10:00	CHCH 9:10-9:30	CKCO 10:10-10:30	CJOH 10:10-10:30	CBOT 9:10-9:30	CKLW 11:00-11:20
1	OCT. 17 MAR. 26	OCT. 17	OCT. 17 MAR. 25	OCT. 15 — 10:05-10:25	OCT. 17	OCT. 17	OCT. 22 — 11:05-11:30 APR. 2 — 10:40-11:00
2	OCT. 24 APR. 2	OCT. 24	OCT. 24 APR. 1	OCT. 22 — 10:05-10:25	OCT. 24	OCT. 24	OCT. 29 — 11:05-11:30 APR. 9 — 10:40-11:00
3	OCT. 31 APR. 9	OCT. 31	OCT. 31 APR. 8	OCT. 29	OCT. 31	OCT. 31	NOV. 5 APR. 16 — 10:40-11:00
4	NOV. 7 APR. 16	NOV. 7	NOV. 7 APR. 15	NOV. 5	NOV. 7	NOV. 7	NOV. 12 APR. 23 — 10:40-11:00
5	NOV. 14 APR. 23	NOV. 14	NOV. 14 APR. 22	NOV. 12 — 10:05-10:25	NOV. 14	NOV. 14	NOV. 19 — 11:05-11:30 APR. 30 — 10:40-11:00
6	NOV. 21 APR. 30	NOV. 21	NOV. 21 APR. 29	NOV. 19	NOV. 21	NOV. 21	NOV. 26 MAY 7 — 10:40-11:00
7	NOV. 28 MAY 7	NOV. 28	NOV. 28 MAY 6	NOV. 26	NOV. 28	NOV. 28	DEC. 3 MAY 14 — 10:40-11:00
8	DEC. 5 MAY 14	DEC. 5	DEC. 5 MAY 13	DEC. 3	DEC. 5	DEC. 5	DEC. 10 MAY 21 — 10:40-11:00
9	DEC. 12 MAY 21	DEC. 12	DEC. 12 MAY 20	DEC. 10	DEC. 12	DEC. 12	DEC. 17 MAY 28 — 10:40-11:00
10	DEC. 19 MAY 28	DEC. 19	DEC. 19 MAY 27	DEC. 17	DEC. 19	DEC. 19	JAN. 7 JUNE 4 — 10:40-11:00

BUSINESS AS A SYSTEM